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*Knezovich, Stephen J.* AASA Academy for School Executives. Feb.:25-26. How this unique academy, established by the American Association of School Administrators, will function.

## **ADULT EDUCATION**

*Welden J. Eugene.* 30 Million Adults Go to School. Nov.:11-13. OE specialist defines continuing education and gives examples of its scope and variety.

*They're Learning to Be Students Again.* Nov.:14-19. Photo feature uses New York University's programs to illustrate variety of continuing education offerings.

*Waites, Marilyn.* Ivy in the Ghetto. Dec.-Jan.:26-28. Junior college programs in adult basic education in Illinois and California.

## **AEROSPACE EDUCATION**

*Howard, Lucille.* All Subjects Are Go with Aerospace. April:5-8. Describes the aerospace curriculum and research centers developed in Lincoln, Neb., elementary and secondary schools.

## **BONDS**

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*Edelman, Edward.* A New Financing Tool. Dec.:20. Short term financing is used by schools and colleges that cannot sell bonds in the tight money market.

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*Connors, Joy.* Building a Career Ladder. Feb.:15-17. How the Temple City, Calif., school system provides a systematic career development pattern for its teachers and other education personnel.

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*Gil, David G.* Child Abuse. April:2-4. A Brandeis University researcher outlines the roles of the school in identifying and reducing incidents of child abuse.

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## **COMMUNITY AND SCHOOL**

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*Citizen Power.* (Regular feature) May 1969.— One page articles on volunteers who work to improve schools and assist school children.

*Stoffel, Fred.* The Right Spirit All Year Long. Dec.-Jan.:2-4. Philadelphia's Community School Program—how it serves its inner-city children, adult groups, and community associations.

## **CREATIVE EDUCATION**

*Melewicz, Melanie.* Don't Call Us Geniuses. Nov.:22-25. Institute for Creative Studies in Washington, D.C., lets bright students seek answers to society's problems.

## **DECENTRALIZATION OF SCHOOLS**

*Anrig, Gregory R.* The Decentralization Controversy: Some Relatively Objective Views. Feb.:2-3. The author cites six factors that he believes must be considered in achieving any workable decentralization of schools.

## **DESEGREGATION**

*Levine, Richard H.* They Made a Better School. Nov.: 8-10. Providence, R.I., black community holds together school and makes it a model that draws whites to it.

## **DROPOUTS**

*Kruger, W. Stanley.* They Don't Have to Drop Out. Oct.:6-8. Facts on dropout prevention programs as initiated in ten city school systems all funded under new title VIII ESEA.

*Hicks, J. B.* All's Calm in the Crow's Nest. Oct.:9-10. Description of a project to prevent student dropouts in the Paducah, Ky., school system.

## **EVALUATION**

*Iwamoto, David and Norman E. Hearn.* Evaluation Is a Full-Time Job. April:18-19. Two OE specialists write of evaluation techniques useful for the teacher and school administrator.

*Norris, Eleanor L.* The National Assessment: Where Is It Now? Oct.:20-23. A progress report on the national effort to assess educational attainment in American schools.

## **EDUCATION PROFESSIONS DEVELOPMENT**

*Bonn, Myrtle.* High on Teaching. Nov.:5-7. A college workshop opens the eyes of high school students to future careers in education.

*Chaffee, John, Jr.* First Manpower Assessment. Feb.:11-12. Gleanings from an educational manpower survey.

*Connors, Joy.* Building a Career Ladder. Feb.:15-17. How the Temple City, Calif., school system provides a systematic career development pattern for its teachers and other education personnel.

*Davies, Don.* Education Professions Development: Investment in the Future. Feb.:9-10. An explanation of the new legislation and its implications for education personnel development.

*Fasteau, I. Jack.* State Grants Program. Feb.:18. Questions and answers about the State Grants Program of the Education Professions Development Act.

*Knezovich, Stephen J.* AASA Academy for School Executives. Feb.:25-26. How this unique academy, established by the American Association of School Administrators, will function.

## **ENVIRONMENTAL EDUCATION**

*Horn, William A.* Fishing for a Pollution Solution. April:14-16. Describes a program at Charles County Community College, La Plata, Md., to train technologists for water pollution control.

*Sabin, Francene.* Exploring the World Around Us. June:12-17. Describes the Science Interpretive Program at Sandy Hook State Park, one of seven New Jersey environmental education programs.

## **FEDERAL AID TO EDUCATION**

*Federal Funds.* (Regular feature) Dec.-Jan. 1968—. Describes programs, grant recipients, contract awards, etc.

*Where the Money Is:* American Education's Annual Guide to O.E. Programs. Feb.:19-24. Consists of a five-page chart listing type of assistance, program level, who may apply, and where to apply.

## **GEOGRAPHY**

*Watson, Catherine.* This Geography Is Something to Sing About. Oct.:14-18. How the Minneapolis schools use the National Science Foundation-funded High School Geography Project to enliven geography curriculums.

## **HANDICAPPED**

*Park, Jeanne S.* They're Sharing Something Special. Mar.:23-25. How Richmond County, Ga., has organized classes to help 1,500 handicapped children, with ESEA title I funds.

## **HIGHER EDUCATION**

*Valien, Preston.* The Higher Education Amendments of 1968. Dec.:10-11. An explanation of the legislation and its application.

*Hayes, Larry K. and Ose F. Henderson.* Oklahoma Consortium Strikes It Rich. Mar.:26. The benefits which resulted when Oklahoma's smaller colleges formed the Oklahoma Consortium in Research Development.

## **INNOVATIONS**

*Cain, Edwin and Anne St. Pierre.* Swinging with Mini-Projects. Dec.:5-8. Bloomington, Minn., schools give teachers mini-grants to try innovative ideas, using mélange of funding.

*Covey, Barbara L.* Tuning in and Turning on the Non-verbal. June:9-11. Describes unusual techniques used at California's Palos Verdes High School to help an Upward Bound class of girls learn to express themselves verbally.

*Anyplace Can Be a Classroom.* Dec.:15-19. Photo feature shows how a ship, a freight elevator, or other unusual places can serve as classrooms.

*Leavitt, William.* Individuals, Front and Center. Feb.: 4-6. A report on a demonstration of futuristic education methods.

*Wille, Lois.* Room for Miracles. Aug.:7-10. How an Independent Learning Center at Ray School, Chicago, helps develop the abilities of youngsters who have special needs.

## **INTELLIGENCE TESTS**

*Pine, Patricia.* What's the IQ of the IQ Tests? Nov.: 2-4. A roundup of expert opinion on the uses and misuses of intelligence tests.

## **INTERNATIONAL EDUCATION**

*Aiken, Scott.* Cincinnati Aids World Affairs. May:24-26. How Cincinnati's Council on World Affairs functions as a non-profit organization designed to inform the public on foreign affairs.

*Becker, James M. and Lee F. Anderson.* Riders on the Earth Together. May:2-4. The need for international education, particularly at the elementary and secondary school level.

*Leestma, Robert.* OE's Institute of International Studies. May:5-8 OE official gives the scope of international education and describes the role of OE in this field.

*Morehouse, Ward.* Importing India's Educational Riches. May:14-19. How the Educational Resources Center located in New Delhi, India, provides Indian study material for American schools and colleges.

*Pine, Patricia.* Our Mrs. Brooks. May:9-10. The experiences of an American teacher who spent a year in England under the Fulbright Teacher Exchange Program.

*Rich, Leslie.* Dr. Sunday Comes to Town. May:20-23. The impact made on two Pennsylvania communities by a Fulbright-Hays Foreign Curriculum Consultant from Biafra.

*Sabin, Francene.* Parsippany Dips a Maobi in Asian Studies. May:11-13. A resource center in Parsippany, N.J., offers Chinese, Japanese, and Russian languages, history, culture, and literature to students in three-county area.

## **JUNIOR COLLEGES**

*Gleazer, Edmund J., Jr.* Junior College Explosion. Dec.-Jan.:12-13. The rapid growth in two-year colleges, resulting problems, how the institutions are working to meet increased expansion.

*Menefee, Selden.* When Junior Colleges Need Help. Dec-Jan.:23-25. How junior colleges can get advice and consultation through the Developing Institutions Program.

*Edelman, Edward.* Trends in Financing: Junior Colleges Discover New Ways to Raise Capital. Dec.-Jan.: 22. Brief examples of junior college financing in various States.

## **LEARNING DISABILITIES**

*Pfeil, Mary Pat.* Everybody's Somebody. Dec.:21-24. Institutionalized teenagers tutor kindred youngsters in Baltimore County, Md., and both benefit.

*Pearse, Benjamin H.* Dyslexia. April:9-13. A discussion of the term "dyslexia" and the various methods of treating or compensating for it as being studied by the Advisory Committee on Dyslexia and Related Reading Disorders.

*Stocker, Joseph.* Help for Hang-Ups. June:5-8. Programs at Alhambra and Tempe school districts in Arizona, designed to help pupils with learning problems.

## **LIBRARIES**

*Libraries Grow with the Community.* April:17. Expanded services of public libraries in their efforts to reach deeper into the community.

## **MALNUTRITION**

*Read, Merrill S.* Malnutrition and Learning. Dec.:11-14. National Institutes of Health expert reports on efforts to assess the effects of malnutrition on intellectual development.

## **MATHEMATICS**

*Lewis, Bill.* Underachievers Measure Up. Feb.:27-28. Describes unusual tactics used in a Wynne, Ark., project to help youngsters grasp mathematics.

## **MIGRANTS**

*Guernsey, John.* Rise and Shine. Nov.:20-21. Teacher training project in Oregon involves living in a migrant camp to get firsthand understanding of the pupils and their families.

## **MOBILE CLASSROOMS**

*Pearson, Gaynor.* Schoolrooms On the Go. Mar.:27-28. The wide use of educational mobile units in Conn.

## Selected Characteristics of American College Students

Two recent reports from the Bureau of the Census provide a great deal of information on the characteristics of college students. The reports are based on sample surveys conducted by the Bureau between October 1966 and October 1968.

Highlights of the report for October 1968 disclose relevant and interesting facts. More than two-thirds of the students surveyed were under 22 years of age. The largest group, constituting about three-eighths of the total, was made up of 18- and 19-year-olds. One student in six was between the ages of 25 and 34. There were approximately three men students for every two women enrolled in college. More than one student in five was married, but there was a tendency for the married students to be in the older age groups and to be attending college as part-time students rather than on a full-time basis.

One out of every 12 college students surveyed in October 1968 was nonwhite. About four-fifths of the nonwhites enrolled were Negroes. The number of Negro students has risen in four years from 234,000 to 434,000, an increase of 85 percent.

Most of the college students in 1968 came from metropolitan areas: Four out of 10 came from suburban and other

areas outside of central cities, and more than three out of 10 hailed from the central cities themselves. The remaining 29 percent came from small towns and rural sections not included in metropolitan areas. Thirty percent of the students were freshmen, but only 16 percent were members of the senior class. The distribution of students by year in college reflects the large number of entering freshmen in 1968, but, more importantly, it attests to the high dropout rate during the first two years. Office of Education statistics indicate that only about one-half of the students who enter college remain in school long enough to earn a four-year degree.

Statistics on the living arrangements of college students were not obtained in 1968, but they are available from the October 1966 Census report. The data have been summarized in the accompanying chart. Perhaps the most surprising fact to emerge from this chart is that only about three out of every 10 students live "on campus" in college dormitories and fraternity and sorority houses. Most of the students live either in their own households or with their parents or other relatives.

—W. VANCE GRANT  
specialist in educational statistics.

### PLANNING

*Lessinger, Leon M. Accountability for Results: A Basic Challenge for America's Schools. June:2-4. OE official discusses ways to meet the demands for evaluation facing the schools.*

### PUBLICATIONS, Government

*Recent Publications. (Regular feature) Dec.-Jan. 1968—. Inside back cover. Lists new publications from U.S. Government Printing Office of interest to educators.*

### READING

*Jackson, Leonard. To Become Really Good Readers. Dec.:9-10. Midwest City, Okla., Remedial Reading Psychological Health Project combines skill training and individual counseling.*

*Pearse, Benjamin H. Dyslexia. April:9-13. A discussion of the term "dyslexia" and the various methods of treating or compensating for it as being studied by the Advisory Committee on Dyslexia and Related Reading Disorders.*

*Target for the 70's: The Right to Read. Dec.:2-4. The Assistant Secretary for Education/U.S. Commissioner of Education, James E. Allen, Jr., testifies before the U.S. House of Representatives General Subcommittee on Education.*

*Smith, Carl B. Let's Be Practical About Reading. Aug.:28-31. Article is based on the findings of reports on research in diagnosing and treating reading problems.*

### RESEARCH

*Research Report. (Regular feature) Dec.-Jan. 1968—. Back cover. Brief summaries of OE-sponsored research in education.*

### STATISTICS

*Grant, W. Vance. A Statistical Look at American Education 1970. Oct.:24-25. Projections and interpretation of educational statistics, including enrollments, staffing, earned degrees, expenditures.*

*Statistic of the Month. (Regular feature) Dec.-Jan. 1968—. Inside back cover. Current education statistics on a wide range of subjects.*

### SEX EDUCATION

*Forman, Ian. Sex and Family Living. Oct.:11-13. Describes a training program at Boston University to help New England teachers learn how to teach sex and family living.*

### STUDENT AID

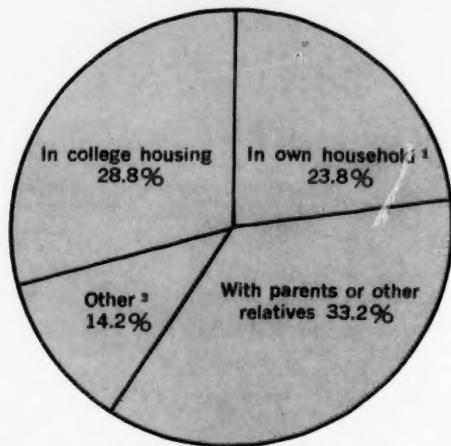
*Trimble, Val. Student Financial Aid: What, Where, How. Feb.:7-8. Information on financial aid to college students under the Higher Education Amendments of 1968.*

### STUDENT UNREST

*Anrig, Gregory R. Trouble in the High Schools. Oct.:2-4. Findings of HEW-sponsored study group on pro-*

## STATISTIC OF THE MONTH

Living arrangements of college students:  
United States, October 1966



<sup>1</sup> Includes wives of household heads.

<sup>2</sup> Includes 2.3% not reporting living arrangements.

NOTE: Data are for the civilian noninstitutional population 14 to 34 years of age.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Reports, Series P-20, No. 183.

tests in the secondary schools, with suggestions from the author on how to cope with such problems.

Hunt, Jane. Principals Report on Student Protest. Oct.:4-5. Digest of a survey on high school unrest, made by the National Association of Secondary School Principals.

### SUMMER EDUCATION PROGRAMS

Pine, Patricia. Tune Up for Summer. Mar.:16-20. Examples of successful summer projects for youth in various cities.

### TEACHER TRAINING

Chaffee, John, Jr. First Manpower Assessment. Feb.:11-12. Gleanings from an educational manpower survey.

Olson, Paul A. Training the Teachers of Teachers. Feb.:13-14. An explanation of the Triple T Projects in various parts of the country upgrading the training of teacher trainers.

### TELEVISION IN EDUCATION

Palmer, Edward L. Can Television Really Teach? Aug.:2-6. Research director of the Children's Television Workshop describes the research techniques used in developing "Sesame Street" TV series.

### UNWED MOTHERS

Howard, Marion. School Continues for Pregnant Teenagers. Dec.-Jan.:5-7. Comprehensive services to pregnant school-age girls described by a staff member of Yale University.

### VOCATIONAL EDUCATION

Bixler, Richard C. Vocational Live-In. Mar.:7-9. The success of the residential concept at Mahoning Valley Vocational School in Youngstown, Ohio.

Burkett, Lowell A. Access to a Future. Mar.:2-3. A review of the Vocational Education Amendments of 1968, and their implications, by the Executive Director of the American Vocational Association.

Minear, Leon P. A Piece of the Action. Mar.:4-6. The value of cooperative vocational education, how the new Vocational Education Amendments of 1968 will help the States to expand their programs in this field.

Russo, Michael. 14 Million Vocational Students by 1975. Mar.:10-11. Projections on the future increase of vocational education enrollments.

Venn, Grant. The Vocational Education Amendments of 1968. Dec.-Jan.:8-9. A brief summary of the new legislation and its importance in developing trained manpower.

Venn, Grant. Eye on Tomorrow's Jobs. Mar.:12-15. The author points out the technological forces changing our society and calls for vocational education to change with it.

Weber, George H. and Diane Palmer. New Careers: Problems and Pitfalls. April:26-28. A review of the

Department of Labor-sponsored New Careers Program designed to train and employ paraprofessionals for various human service fields.

### VOLUNTEERS

Citizen Power. (Regular feature) May 1969—. One-page articles on volunteers who work to improve schools, assist school children in various learning projects.

Cleveland, Patsy. Citizen Power: A Head Start for Patsy. Oct.:19. A college student learns and gives as a summer volunteer in a Head Start program.

Citizen Power: Last One In... June-July:22. Neighborhood parents and children provide friendship and entertainment in their homes for crosstown ghetto children who attend the predominantly white school.

Citizen Power: They Can't Say No. May:28. Residents of Newark ghetto area serve as volunteers in the neighborhood schools.

Citizen Power: Where Student Activists Are VIPs. Aug.:27. How student volunteers at the University of Illinois have expended "extra-curricular activism" in the Volunteer Illini Projects (VIP).

Gardner, Dorothy. Citizen Power: Mom to the Rescue. Dec.:25. Neighborhood mothers serve as health aides in the public schools after being trained by the Red Cross.

Weiker, Leslie. Citizen Power: Team Up in Denver. Nov.:28. Businessmen, housewives, church members are teamed with youngsters whom they tutor in Denver's study halls.

### YOUTH ACTIVITIES

Citizen Power: Where Student Activists Are VIPs. Aug.:27. How student volunteers at the University of Illinois have expended "extra-curricular activism" in the five-year-old organization Volunteer Illini Projects (VIP).

Crowell, Suzanne. They Stayed. Aug.:22-25. The experiences of young teachers who came to Appalachia as VISTA volunteers, and stayed on to teach after their one-year contract expired.

Ferber, Ellen. It's Y.O.U. Aug.:17-21. The work of the Washington-based Youth Organizations United (Y.O.U.), what it has done for ghetto youth in Chicago, New Orleans, and other large cities.

Landazuri, Margarita. Young Voices on Advisory Committees. Aug.:26. Contributions made by young people, including students, who have served on public advisory committees in various Federal agencies.

Special Section on Involved Youth. Aug.:11. Brief introduction to the 17-page section of this issue devoted to activities of involved young people.

You Can't Turn Off Concern. Aug.:12-16. Profiles of six university students giving their personal reasons for involvement in campus activities.